

N.A. Panasenkov, L.I. Korneeva

Ural Federal University named after the first President of Russia B.N. Yeltsin

Yekaterinburg, Russia

TEACHING THE FUTURE LINGUISTS HOW TO WORK IN COMPUTER-ASSISTED TRANSLATION SYSTEMS SUCH AS SDL TRADOS AND SMARTCAT: PRACTICAL RECOMMENDATIONS

Abstract: Modern translators constantly face the new challenges, driven by globalization and worldwide integration. Nowadays it is almost impossible to find a professional translator who would not use a computer and electronic tools. The translator also requires the ability to efficiently use previously completed assignments on the same theme, and the employer, in turn, expects a noticeable time and cost saving in translating similar fragments of text. These rigid, often contradictory, conditions can be met only if the translator not only perfectly knows native and foreign languages and has thoroughly studied the chosen subject domain, but also feels confident in modern computer technologies and translation systems. Among those are computer-assisted translation systems or CAT-systems such as SmartCAT or SDL Trados. This article discusses the main electronic tools used by professional linguists to improve their speed, efficiency and quality of translations. The authors made an attempt to create a set of recommendations for teaching future translators to work with CAT-systems such as SDL Trados and SmartCAT, resulting mainly from the author's practical experience with students; give a clear idea of the possibilities of using information technologies by future translators.

Keywords: translation memory, computer-assisted translation, machine translation, cloud computing, linguistics, information technologies.

Н.А. Панасенков, Л.И. Корнеева

Уральский федеральный университет имени первого Президента
России Б.Н. Ельцина
Екатеринбург, Россия

ПРАКТИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОБУЧЕНИЮ ЛИНГВИСТОВ-ПЕРЕВОДЧИКОВ РАБОТЕ В СИСТЕМАХ АВТОМАТИЗИРОВАННОГО ПЕРЕВОДА ТИПА SDL TRADOS И SMARTCAT

Аннотация: Современные переводчики постоянно сталкиваются с новыми вызовами, продиктованными условиями всеобщей глобализации и интеграции. В настоящее время практически не осталось профессиональных переводчиков, которые работали бы без использования компьютеров и того или иного набора информационных инструментов. От переводчика также требуется умение эффективно использовать ранее выполненные заказы на ту же тему, а работодатель, в свою очередь, рассчитывает на заметную экономию средств и времени при переводе повторяющихся или похожих фрагментов текста. Эти жесткие, зачастую противоречивые условия можно соблюсти лишь в том случае, если переводчик не только в совершенстве владеет родным и иностранным языком и глубоко изучил выбранную им предметную область, но и уверенно ориентируется в современных компьютерных инструментах перевода. Одними из таких инструментов являются CAT-системы SDL Trados и SmartCAT. В данной статье рассматриваются основные электронные средства, которые используются профессиональными переводчиками для повышения скорости, эффективности и качества выполняемых переводов. Авторами была предпринята попытка создать набор рекомендаций по обучению будущих переводчиков работе с системами автоматизированного перевода типа SDL Trados и SmartCAT; дать четкое представление о возможностях использования информационных технологий будущими переводчиками.

Ключевые слова: память переводов, автоматизированный перевод, машинный перевод, облачные вычисления, лингвистика, информационные технологии.

In the modern world, the influence of electronic and computer technologies that contribute to the instantaneous spread of information flows is observed in all spheres of human life. A tremendous increase of information volumes, the expansion of international contacts, the emergence of new branches of science and technology set brand-new tasks for modern translators: increased volumes of translated texts, reduced deadlines, and higher quality demands form the cornerstone. In this regard, the computerization of the translation process becomes an integral part of the translation industry. For instance, A.N. Usacheva stresses the fact that modern translators have acquired a unique opportunity to access the global information network and obtain data from everywhere. It has changed the whole industry and made the profession of translators unrecognizable [5].

For more than a century, scientists have been trying to create automatic machine translators that function without human intervention [3]. Although, at this stage of development, full automation of the translation process is impossible, the work of translators of the new millennium has become unthinkable without the use of new information technologies and electronic tools aimed at speeding up and facilitating the translation process, which include automated translation systems (CAT-systems) [1].

Today, such systems are actively used by translators as a useful auxiliary tool for solving certain problems. Automated translation is a translation of texts using computer technologies. It differs from machine translation in a way that the whole process of translation is carried out by a human, the computer only helps it to produce a completed text either in less time or with a better quality [4].

Zvereva N.S. and Terekhova E.V. [2, 4] agree that the advantages of using CAT-systems are as follows:

- possibility of a preliminary translation of the entire text;
- complete re-translation of the modified document is practically excluded;
- complex mathematical mechanism for searching similar expressions and terms makes it possible to find more variants, for example, without case endings;

- uniformity of the translation is ensured, thereby reducing the time spent on editing, and the editing process makes a quantum leap;
- automation of all routine operations (for example, automatic replication of similar fragments of the source text) significantly reduces the labor costs of translators and allows to pay more attention to the translation as such;
- minimal labor effort for the execution of work within the time limit.

Given the relevance of the use of CAT systems in the modern world, we attempted to create a set of practical recommendations for teaching the future linguists.

1. Before embarking on the process of learning computer-assisted translation systems directly, it is necessary to acquaint students with the concept of machine translation, the principles of its operation and the scopes of application. It is very important to tell them that the computer-assisted translation is fundamentally different from the machine translation. CAT-systems do not translate anything by themselves, they computerize some routine translation operations but the whole process is performed by a translator. Thus, the CAT-system is a kind of universal translation environment, including the function of machine translation. A teacher should constantly remind students about the leading role of the human translator when working with CAT-systems.

2. Little attention should be paid to the theoretical foundations of automated translation systems while teaching. It is much more expedient to show the sequence of work and the main functions of these systems (on a technical but still simple text) such as creating a project, choosing a language pair, using the translation database, phrasal search in the translation database, completing the project and outputting the desired translation format.

3. For a more proficient assimilation of the new information, each student should be asked to choose a small text for the translation practice. At this stage, students become familiar with various settings of the translation project, try to connect to external resources, and create terminological databases. The role of the teacher is reduced to helping students with difficulties while working in the system.

4. Giving enough time to students to master the basic functions of a CAT-system, a team translation project should be organized with the distribution of the roles such as the project manager, translators, editors and proofreaders.

5. A teacher should encourage students to use CAT-systems to translate other projects that are not directly related to the objectives of the course.

6. It is very important to show students how to contact technical support systems to clarify issues arising during the work on translation projects, as well as online learning opportunities, such as the certification system in SDL Trados and SmartCAT webinars.

Thus, the more self-sufficient a student will be in mastering a computer-assisted translation system, the stronger their skills in using the latest translation technologies will become.

CAT-systems have become irreplaceable helpers for the translator because they, in fact, perform all the routine work: conform the use of the terminological glossary, avoid the re-translation of the same material, herewith reducing the time required for translation. This algorithm of comparing the performance capabilities of working in CAT-systems can serve as a material for future studies on similar themes, as well as the basis for creating a comprehensive practical course on the basics of working in such systems for students.

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